



Kentucky Educational Interpreter Newsletter

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Volume 2, Issue 2

Coming Attractions: Hands Alive '07

by Heidi Givens

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Special points of interest:

- Degree Requirements for RID certification
- Literacy for students who are Deaf/Hard of Hearing
- What has RID determined about the EIPA?
- A recent graduate talks about his experience with interpreters

Owensboro, Kentucky is gearing up for its second annual event called Hands Alive on March 29, 07. This event features activities designed to engage students who are Deaf/Hard of Hearing in interacting as the majority. A follow-up to the original Hands Alive '06, the day was born out of teachers' desire for students to be exposed to other kids just like them.

The first learning fair was on Thursday, March 23, 2006, when over forty Deaf and Hard-of-Hearing students, preschool through high school, flocked into Brescia University's gym. The children were accompanied by their teachers to participate in the first annual HANDS ALIVE, a learning fair for Deaf and Hard-of-Hearing Students. This fair involved students from Grayson County, Warren County, Paducah, Owensboro, as well as the regional elementary and middle school programs for the

Deaf and Hard-of-Hearing in Daviess County.

Teachers from these respective school districts wanted to offer opportunities for their students to interact, especially those who are the lone Deaf or Hard-of-Hearing student in their school. The teachers' tireless efforts resulted in the formation of HANDS ALIVE '06.

The initial goal for the fair was to increase exposure among Deaf and Hard-of-Hearing students in the local area. However, once the word

spread about this event, children from all over western Kentucky participated. Several Deaf people volunteered for the event working side-by-side with parents of the children. Wilton McMillan from the Department of Education was the emcee for the event. He led the students in team building activities and language development through storytelling. Students also had the opportunity to play carnival-type games, board games and make crafts. Lunch was provided for everyone who attended. An art contest was held

for various age groups with the theme being "A Deaf Child's Future." The fair was supported by the River Region and Caveland Co-Ops. Several local businesses also sponsored the event. Andy Hensley, outreach consultant for the Kentucky School for the Deaf, was also invaluable in the preparation of this event. Local (cont'd on page 3)



Group photo from Hands Alive '06 in Owensboro, KY

Success Stories: Countdown to Degree Requirements

Congratulations to interpreters who are newly certified! **Garnet Short**, Fayette County public school systems, has received her RID certification. Way to go, Garnet! This is just one more reminder that the clock is tick-

ing for interpreters to attain certification. You have 19 months to complete your Associate's degree and 43 months to complete your Bachelor's degree in any major in order to take the RID or NIC performance test.



Effective June 30, 2008, candidates for RID certification must have a minimum of an associate's degree. Effective June 30, 2012, candidates for RID certification must have a minimum of a bachelor's degree (www.rid.org).

Sign of the Month = Polynomial Equations

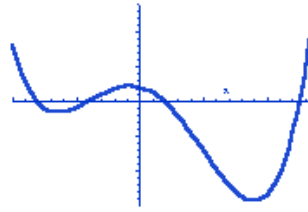
[http://homepage.
mac.com/shelleywalsh/
MathArt/polyexs.html](http://homepage.mac.com/shelleywalsh/MathArt/polyexs.html)

Check out this article, and take note of the hyperlink words SYNTHETIC DIVISION/ QUADRATIC FORMULA / PRINCIPLE OF ZERO FACTORS

Take note of this sentence in particular: "Write the polynomial P in standard form, that is with the terms in order of descending powers."

How would you

sign those words/concepts? What about the whole sentence? This sentence is complex in math content, and may or may not be used in a K-12 environment. Background knowledge and preparation are



Graph of a polynomial equation.

key in a situation like this. In your discussions with your mentor, and other sign language users, did you notice any variations? Did any of these people sign it exactly the same? As a student in the ITP, we were given the suggestion of keeping a journal of these interactions as a *learning log*. This is a great way to compare how much we've learned within a 6-month or year's time frame.

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Five Year Interpreter Training Plan

KDE is in its third year of the Implementation Plan, which is a product of the stakeholder reports and approved by KBE. One task within this plan is the establishment of an Interpreter WorkGroup who is responsible for developing and implementing a Five Year

Interpreter Training Plan. This plan was approved in the spring of 2005. The main initiatives within it involve Training & Professional Growth (including Mentoring), Recruiting & Retention, Guidelines & Resources, Assessment, ITP Satellite and Database &

Survey. The ultimate purpose is to increase the number of qualified interpreters serving students who are D/HH in the classroom. This plan is the starting point of work to be carried out in the coming years. Questions? Contact me at robbyn.hobson@education.ky.gov

What does it take to Interpret for a Deaf Child in a Language-Rich Environment?

By Wilton McMillan

In 1954, I was born into a world that was so foreign to me because I had no language or communication the first five years of my life where I had supposedly missed the "window of opportunity" for critical language development. My first real exposure to any language at all was at the age of five and I continued

to lag behind in the area of language for a number of years. I feel that we need to rethink what it truly does take to interpret for a Deaf child in a language rich environment?

We need to redefine what is meant by LITERACY!! What is the interpreter's



Redefining Literacy for students who are Deaf/Hard of Hearing

role in language development?

This is the first of a series of articles, which will include feedback from anyone that may be interested in answering the aforementioned question.

E-mail me Wilton.McMillan@education.ky.gov to begin a dialogue.

Did you know?

The Educational Interpreter Performance Assessment (EIPA) is one of the instruments available to verify the skills of those serving in the role of interpreter in the classroom. In 1991, this test was developed by the Boys Town National Research Hospital in Omaha, Nebraska in conjunction with researchers who have studied interpreting in the K-12 setting. EIPA results are given as a numerical score along with feedback regarding the strengths and weaknesses of the classroom interpreter. As you know, RID has traditionally been the "go-to" organization for providing testing and certification for interpreters.

Recently, RID has determined that an EIPA score of 4.0

or better will qualify an individual for certified membership status. This event caused quite a stir among the RID membership, and has led to the establishment of the RID Educational Interpreter Committee. Questions were raised regarding RID's decision making process in accepting the EIPA 4.0 as certified. However, RID followed the rules promulgated in the bylaws in coming to this consensus. Check out the latest issue of the RID Views for a full feature article on the issues in question. Kentucky is fortunate to have representation within this committee, as our very own



EIPA is a test specific to classroom interpreting skills.

Donna Snyder was selected for this prestigious position. If you would like to make suggestions or learn more about this committee, please contact Donna at donna.snyder@fayette.kyschools.us

Kentucky has not determined how this would possibly affect licensure status. Currently, a score of 2.75 will qualify interpreters for temporary licensure. In July 07, KBI will require a 3.0 to grant a temporary license. The EIPA is available in Kentucky by contacting Rita Zirnheld at rita.zirnheld@ksd.kyschools.us. Information about the EIPA can be found at <http://classroominterpreting.org/EIPA/index.asp>

EIPA results are given as a numerical score along with feedback regarding the strengths and weaknesses of the classroom interpreter.

Hands Alive –cont'd

television stations and newspapers were in attendance. Last year's fair was aired on WEHT in Evansville, IN and an article appeared in Owensboro's Messenger Inquirer newspaper. It also aired on the Daviess County Public Schools Channel 54. Plans

are being finalized for HANDS ALIVE II in March 07. If you are interested in being involved, contact Heidi Givens at hgivens@dcps.org or if you are interested in a similar event in your area, contact your local Coop's

KSD Outreach consultant.



Deaf Perspectives:

My Experience with Interpreters (Part 1 of 3) By Michael Estrada

My name is Michael Estrada, I was born Deaf. My mom is hearing and had Rubella (German measles) when she was pregnant with me. I was born and raised in Southern California before moving to Louisville, Ky in 2005. I am now 24 years old and nearing completion of my degree in Criminology. I am preparing to start my new job as Data Entry Manager for a defense attorney in Marietta, Georgia. This is a short article about my experience with interpreters. However, before I can talk about inter-

preters I think you should know my background. This is important to consider because I think it is important to match the interpreter to the needs of the client. When I was 5 years old, in addition to being deaf, I had suffered many ear infections, so my doctor and parents decided that I should have surgery to have tubes inserted into my ears. When that happened, I gained 20db in my right ear, which gave me some useable hearing. Although I am still deaf, I am able to speak and have some good residual hearing. I went through 13 years of

speech therapy, and my immediate family all uses Signing Exact English (SEE) at home. My mom can use PSE and some ASL, too. My mom decided to use SEE with me, since I was able to hear a little and speak, this was the best choice for developing my language skills. She started signing with me when I was 12 months old. I am able to think in English, and consider it to be my first language, but a lot of the signs in SEE are also used in ASL, so it was easy for me to pick up ASL. Watch upcoming newsletters for parts 2 & 3 of this story!

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We're on the Web!
www.education.ky.gov

Spring 07 Workshops & Resources

American Sign Language
Teachers Association
(ASLTA) <http://www.aslta.org/index.html>

Eastern Ky University's In-
terpreter Training Program
(EKU ITP) <http://www.interpreting.eku.edu/>

EKU Outreach Workshops
<http://www.interpreting.eku.edu/workshops.php>

Heuser Hearing Institute
(HHI) <http://www.thehearinginstitute.org/>

Ky Association of the Deaf
(KAD)
<http://www.kydeaf.org/>

Ky Commission on the Deaf
and Hard of Hearing
(KCDHH)
<http://www.kcdhh.ky.gov/>

Ky Licensure Board (KBI)
<http://finance.ky.gov/ourcabinet/caboff/OAS/op/interpret/>

Ky Registry of Interpreters
for the Deaf (KYRID)
<http://www.kyrid.org/>

Ky School for the Deaf
<http://www.ksd.k12.ky.us/>

Mini Deaf Olympics
(MDO) <http://www.teammdo.org/default.aspx>

National Association of the
Deaf (NAD)
<http://www.nad.org/>

Registry of Interpreters for
the Deaf (RID)
<http://www.rid.org/>

Signing Exact English
(SEE) Center
<http://www.seecenter.org/>



**Amber receives an award at
Hands Alive 06.**